

Original L. Plan

Lesson Plans

Social Studies

Work Sheets

Level 3

Term 1



Social Studies

Lesson Plans

Level 3

Term 1

### **Reference**

**Text Book used: Social studies Book 4, Author Syed habib,  
N.W.F.P text book research council, published by Taj Kutb Khana**

## Social Studies Lesson Plans

**Level 3**

**Term 1**

**Week 1**

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn some basic facts about their country Pakistan	
			2	do	H.W
			3	Students will be able to learn about the history of Pakistan	
			4	do	H.W
			5	Revision	
			6	Assessment	

**Level 3**

**Learning about our urban  
and rural communities**

**Term 1**

**Lesson Plan**

**Week 1**

**Day 1**

**Topic:** Our country

**Objective:** Students will be able to learn some basic facts about their country Pakistan

**Activity:** discussion, Quiz

**Materials:** chalk, pencils, and chalkboard

**Procedure**

**Warm-up Q/A**

Ask:

- Who was the founder of Pakistan?
- What does Pakistan's flag look like
- How many provinces are there in Pakistan? / 4 provinces
- What is our national language?
- What is our national currency?

Then explain

**Explanation**

**Draw this chart on the board and explain.**

Founder of Pakistan	Quaid-I-Azam Mohammad Ali Jinah
Pakistan came into being on	August 14, 1947
Provinces	Four province, Balochistan, Sindh, Punjab, NWFP
National Language	Urdu
Food	Wheat, rice and curry
Dress	Shalwar Kameez
Flower	Jasmine
Currency	Rupee
Flag	Green and white with a crescent and star
Religion	Islam
National games	Hockey, squash
National Anthem	Pak Sar Zameen Shad Bad

**Wrap-up Q/A**

Conduct an oral quiz

- Who was the founder of Pakistan?
- What does Pakistan's flag look like
- How many provinces are there in Pakistan?
- What is our national language?
- What is our national currency?

**Level 3**

**Learning about our urban  
and rural communities**

**Term 1**

**Lesson Plan**

**Week 1**

**Day 2**

**Topic:** Our country

**Objective:** Students will be able to learn some basic facts about their country Pakistan

**Activity:** discussion, written work

**Materials:** chalk, pencils, and worksheet

**Procedure**

**Warm-up Q/A**

- Revise what they previously learnt. Ask:
- Who was the founder of Pakistan?
- What does Pakistan's flag look like
- How many provinces are there in Pakistan?
- What is our national language?
- What is our national currency?

**Written work**

- Distribute the worksheet and explain the task.



## Our Country

Fill up the information about Pakistan.

Founder of Pakistan	
Pakistan came into being on	
Provinces - 2	Punjab
Language	Urdu
Religion	Islam
National games	Cricket
National Anthem	Qadr-e-Azam
Food	Chapati, Biryani
Dress	Shalwar Kameez
Flower	Jasmine
Currency	Rupee
Flag	Green and White

Level 3

Learning about our urban  
and rural communities

Term 1

Lesson Plan

Week 1

Day 3 ✓

**Topic:** Our country

**Objective:** Students will be able to learn about the history of Pakistan

**Activity:** explanation, oral quiz

**Materials:** chalk, pencils, world map and notebooks

**Procedure**

**Warm-up Q/A**

- Ask the students do you know how Pakistan came into being? (Students might not know any thing about it but try to get responses from them by giving clues.

**Explanation**

- Pakistan came into being on the map of world on August 14<sup>th</sup> 1947; show Pakistan on the world map. Before this Pakistan was part of the united India, ruled by British.
- The making of Pakistan was a result of a long struggle of the leaders and Muslims of the united India/subcontinent.
- Allama Iqbal gave the idea of a separate homeland for the Muslims in 1930.
- Quaid-Azam Mohammad Ali Jinnah led the Muslims to achieve this goal. On 23<sup>rd</sup> March 1940, he held a public meeting in Lahore. In this meeting, the Muslims passed a resolution to have an independent country. A resolution is a strong decision to do something. Passing a resolution means to strongly agree to a decision. People and leaders strongly agreed to this decision
- Muslims gave great sacrifices of their life and property for independence; as a result Pakistan came into being on August 14, 1947.

**Wrap-up Q/A**

- Conduct an oral quiz.
- When did Pakistan come into being?
- Who gave the idea for a separate homeland for Muslims? When?
- Who ruled the united India?
- When was Pakistan resolution passed? Where?
- What is a resolution?

What kind of sacrifices people gave for independence



Level 3	Learning about our urban and rural communities
Term 1	Lesson Plan
Week 1	
Day 4	

**Topic:** Our country

**Objective:** Students will be able to learn about the history of Pakistan.

**Activity:** revision, written work

**Materials:** chalk, pencils, and notebooks

**Procedure**

**Warm-up Q/A**

Revise the information introduced in the previous lesson.

**Written work**

**Fill in the blanks:**

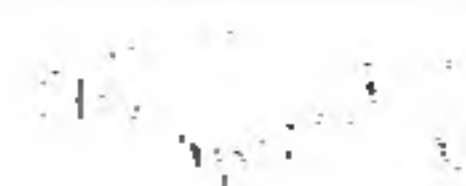
- Pakistan came into being on \_\_\_\_\_.
- Pakistan resolution was passed on \_\_\_\_\_ in \_\_\_\_\_.
- United India was ruled by \_\_\_\_\_.

Q-1) Who was the founder of Pakistan?


Q-2) Who gave the idea for a separate homeland for Muslims? When?

Q-3) What is a resolution?

- Q-4) What kind of sacrifices people gave for independence?

<b>Level 3</b>		<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Lesson Plan</b>	
<b>Week 1</b>		
<b>Day 5</b>		

- Revision

<b>Level 3</b>		<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Assessment</b>	
<b>Week 1</b>		
<b>Day 6</b>		

Use questions and worksheets given with the lessons.



## Social Studies Lesson Plans

Level 3

Term 1

Week 2

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
2	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn about the geographical position of Pakistan on the world map	
2			2	do	H.W
2			3	Students will be able to identify and label four provinces and their capital cities on the map of Pakistan	
2			4	do	H.W
2			5	Revision	
2			6	Assessment	

<b>Level 3</b>	<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Lesson Plan</b>
<b>Week 2</b>	
<b>Day1</b>	

**Topic:** Our country

**Objective:** Students will be able to learn about the geographical position of Pakistan on the world map

**Activity:** explanation, written work

**Materials:** chalk, pencils, world map and worksheet

**Procedure**

**Warm-up Q/A**

Show the world map to class and ask them to locate Pakistan on the map. First locate Asia and then Pakistan.

Ensure that every child gets a chance to do that.

Then explain with the help of the map.

**Explanation**

Pakistan is situated in Asia. Tell the students there are different countries in Asia. Then explain which are the neighbors of Pakistan. Show the given map.

To the north west of Pakistan is situated Afghanistan. A narrow strip of a part of Afghanistan separates our country from Russia. On the North East there is China. Iran is to the west of Pakistan. To the south is Arabian Sea and to the East is India.

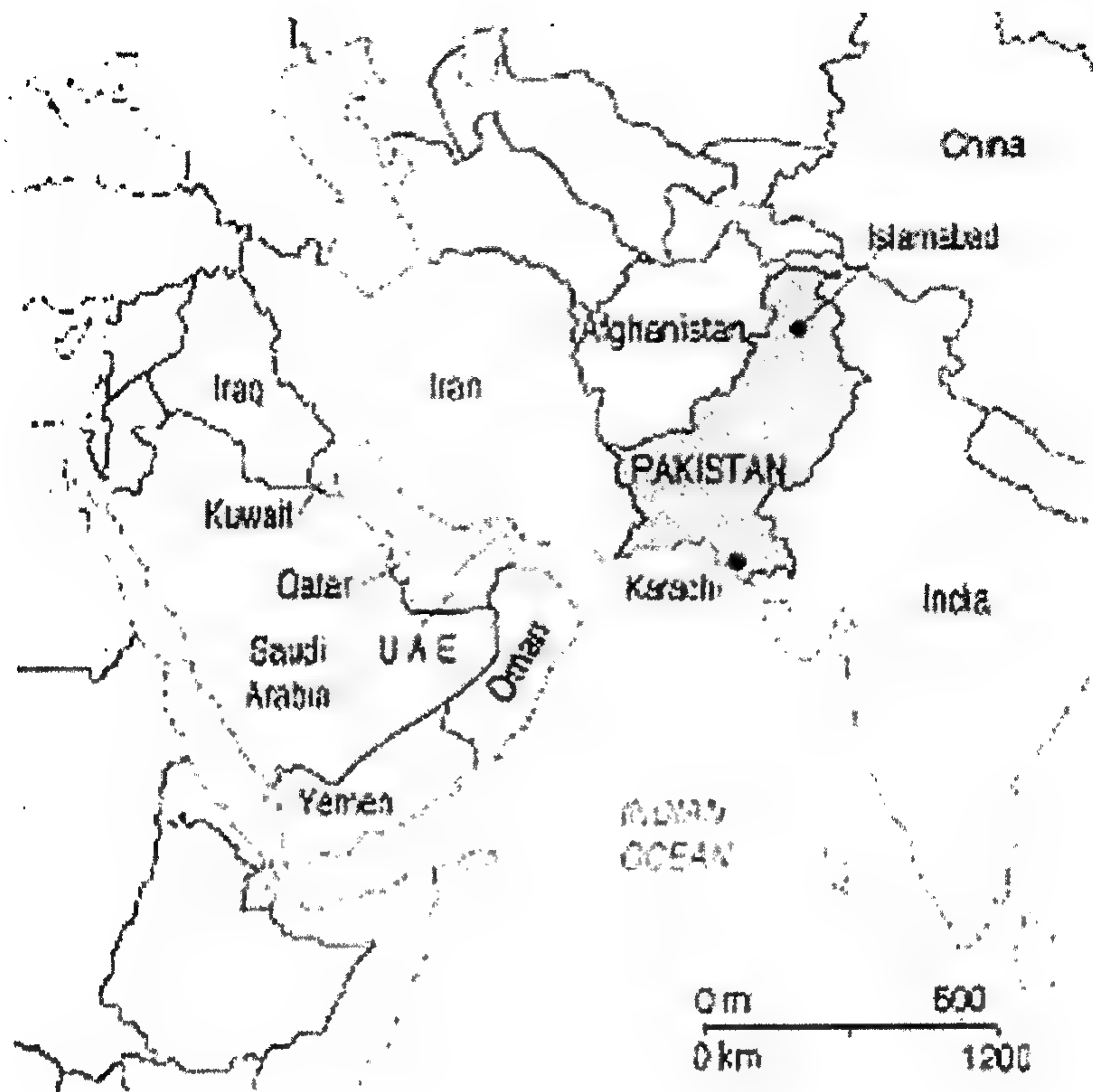
**Activity**

Distribute the worksheet to students and tell them to label neighboring countries of Pakistan on the map.

**Note:** maps are given for teachers use in class.







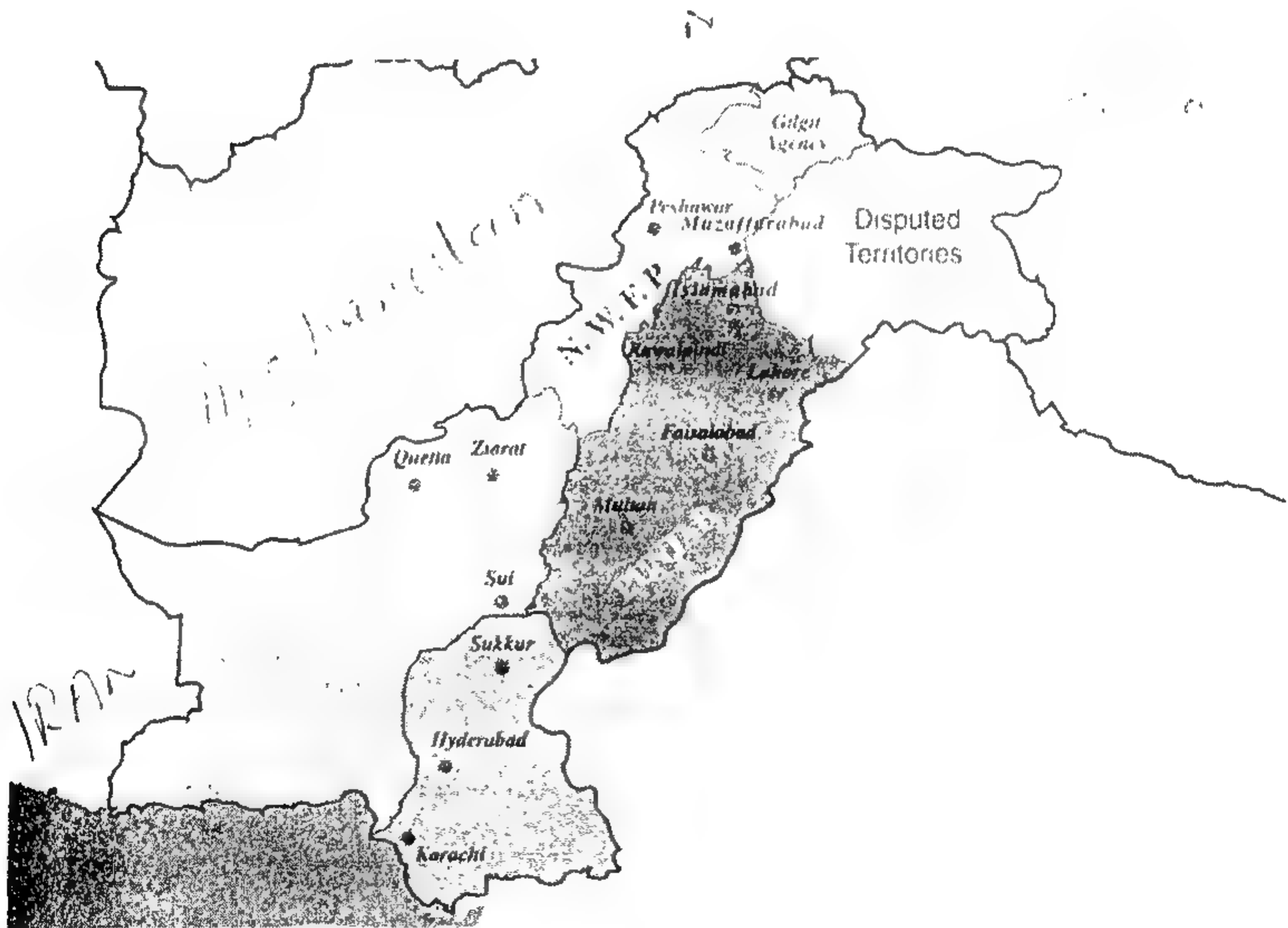


## Pakistan and its neighbors Worksheet

### I-Fill in the blanks

- 1-Pakistan is situated in continent \_\_\_\_\_.
- 2-By the northwest borders of Pakistan \_\_\_\_\_ situated
- 3-By the west borders of Pakistan \_\_\_\_\_ situated.
- 4-By the East borders of Pakistan \_\_\_\_\_ situated
- 5-By the south of Pakistan \_\_\_\_\_ situated.
- 6-By the north East borders of Pakistan \_\_\_\_\_ situated.

### II-Label Pakistan neighbors on the given map. Draw cardinal points also.



Level 3	Learning about our urban and rural communities
Term 1	Lesson Plan
Week 2	
Day 2	

**Topic:** Our country

**Objective:** Students will be able to learn about the geographical position of Pakistan on the world map

**Activity:** making map

**Materials:** chart papers, pencils, and map worksheet, colors

**Procedure**

**Warm-up Q/A**

Revise the previous lesson.

**Activity**

- Divide the students into groups.
- Give material one chart paper for each group, colors, pencils, map worksheet that they already had.
- Students will draw a, label and color a map showing Pakistan and its neighboring countries.
- They can follow the map already given in the worksheet for guidance.

**Follow-up**

- Ask each group to present their work to class. Students must explain what they have made.
- Display the maps in class.



Level 3

Learning about our urban  
and rural communities

Term 1

Lesson Plan

Week 2

Day 3

**Topic:** Our countries

• **Objective:** Students will be able to identify and label four provinces and their capital cities on the map of Pakistan

**Activity:** discussion, written work

**Materials:** Map of Pakistan, worksheet, and chalkboard

**Procedure**

**Warm-up Q/A**

- Remind the students about what they have learnt about provinces of Pakistan in the previous class.
- Ask, how many provinces of Pakistan are there?
- Write their responses on the chalkboard.
- Show the map of Pakistan and explain the location of each province. Ask students to locate the provinces.

•

Then draw this chart

Province	Capital city
Sindh	Karachi
Balochistan	Quetta
N.W.F.P	Peshawar
Punjab	Lahore

•

- Explain,
- There are four provinces and each province has its main city, which is the capital city of that province.
- Explain with the help of drawn chart.
- Show the map of Pakistan and explain where these cities are located.
- Then call students one by one to locate provinces and their capital cities on the map of Pakistan.
- By using cardinal points on the map explain that Balochistan province is in the South west of Pakistan. NWFP is in the north, Punjab province is in the east and Sindh is in the south.

**Written work**

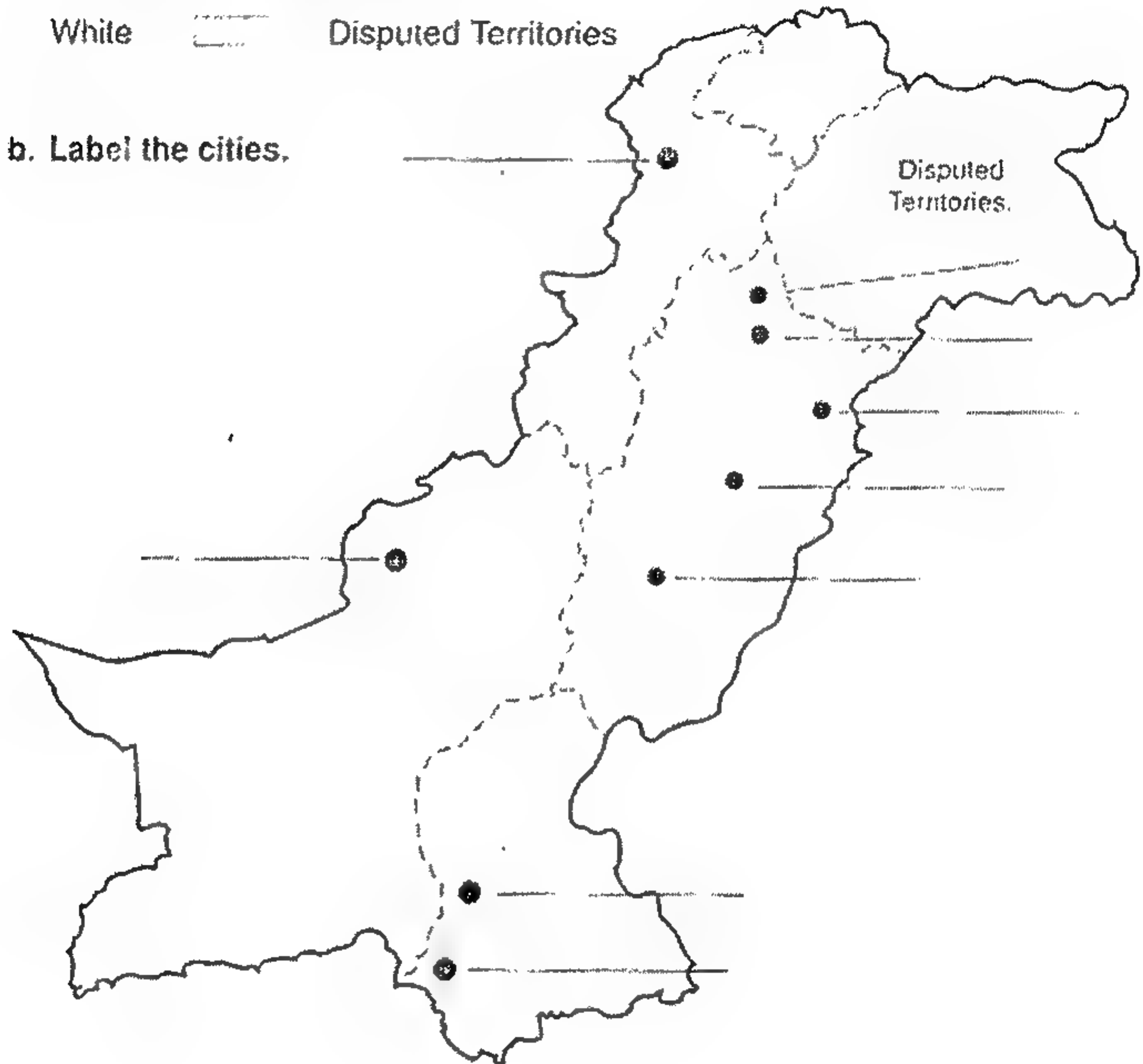
- Distribute the worksheet and explain the task. Students should draw cardinal points on the map.

# I. Map of Pakistan

- a. Trace the map outline to show the provinces of Pakistan.  
Label the provinces. Colour them accordingly.

Yellow		N.W.F.P
Green		Punjab
Orange		Sindh
Brown		Balochistan
White		Disputed Territories

- b. Label the cities.





<b>Level 3</b>	<b>Lesson</b>	<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Lesson Plan</b>	
<b>Week 2</b>		
<b>Day 4</b>		

- Revision

<b>Level 3</b>	<b>Assessment</b>	<b>Learning about our urban and rural communities</b>
<b>Term 1</b>		
<b>Week 2</b>		
<b>Day 5</b>		

- Use worksheets and questions given with the lessons

## Social Studies Lesson Plans

Level 3

Term 1

Week3

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
3	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn about province Sindh	
3			2	do	H.W
3			3		
2			4	do	H.W
3			5	Revision	
3			6	Assessment	

## Term 1

## Lesson Plan

## Week 3

## Day 1

**Topic:** Our countries**Objective:** Students will be able to learn about province Sindh**Activity:** discussion, written work**Materials:** Map of Pakistan, worksheet, and chalkboard**Procedure****Warm-up Q/A**

Ask the students do you remember learning about our national identities. What are our national identities?

In Pakistan we have many common things. But in every province people have some specific culture, language also. Today we will learn what special things are related to each province.

**Explanation**

	<b>Sindh</b>
<b>Language</b>	<b>Sindhi, Urdu</b>
<b>Clothes</b>	<b>Shalwar kameez</b>
<b>Climate</b>	<b>Hot and dry in desert areas, hot and humid in coastal areas</b>

The Sindh province is between the Punjab province and the Arabian Sea. River Indus flows here as a single river. The province has a fertile land on the right bank of River Indus, and a desert stretching eastward from the left bank. The desert area is dry but, the plain area right of River Indus is green vegetation and trees.

The province has canal system taken from Sukkur Barrage at Sukkur, Upper Sindh Barrage north of Sukkur at Guddu, and Lower Sindh Barrage (Ghulam Muhammad Barrage) at Hyderabad. These canals irrigate the land. The major crops are rice, wheat and cotton.

There are many lakes in Sindh, which attract thousands of migratory birds during the winter season from Central Asia. There is **Manchar** lake, Kenjhar Lake near *Thatta*.



Karachi, the largest city. It is also the port for Pakistan and terminal of Pakistan's Railway system and the site of the country's principal International Airport. Other major cities are Hyderabad and Sakhar.

**Wrap-up Q/A**

Distribute the worksheet and explain the task.

What is the local language of Province Sindh?

What type of climate province Sindh has

Which dress people wear in Sindh?

## Province Sindh

Locate province Sindh on the map and color it.



Level 3	Learning about our urban and rural communities
Term 1	Lesson Plan
Week 3	
Day 2& 3	

**Topic:** Our countries

**Objective:** Students will be able to learn about province Sindh

**Activity:** discussion, written work

**Materials:** Map of Pakistan, worksheet, and chalkboard

**Procedure**

**Warm-up Q/A**

Revise information introduced in the previous lesson.

**Written work**

**Draw map of province Sindh and label major cities.**

**Fill in the blanks**

- The Sindh province is located between the \_\_\_\_\_ province and the \_\_\_\_\_ Sea.
- In Sindh, River \_\_\_\_\_ flows here as a single river.
- The province Sindh has a fertile land on the \_\_\_\_\_ bank and desert on the \_\_\_\_\_ bank of River Indus.
- The major crops of Sindh are rice \_\_\_\_\_ and \_\_\_\_\_.
- The main lakes of province Sindh are \_\_\_\_\_ lake, and \_\_\_\_\_ Lake near Thatta.
- Q-1) What is the local language of Province Sindh?
- Q-2) What type of climate province Sindh has?
- Q-3) Which dress people wear in Sindh?
- Q-4) What are the major cities of province Sindh?



- |         |  |
|---------|--|
| Level 3 | Learning about our urban and rural communities |
| Term 1  | Lesson Plan                                    |
| Week 3  |  |
| Day 4   |  |

- Revision
  - Give reading, content and writing practise to students.

Level 3	Learning about our urban and rural communities
Term 1	Assessment
Week 3	
Day 5	

- Use worksheets and questions given with the lessons

## Social Studies Lesson Plans

Level 3

Term 1

Week 4

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
4	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn about province Punjab	
4			2	do	H.W
4			3	do	
4			4	do	H.W
4			5	Revision	
4			6	Assessment	

Level 3	Learning about our urban and rural communities
Term 1	Lesson Plan
Week 4	
Day1	

Topic: Our countries

Objective: Students will be able to learn about province Punjab

Activity: discussion, written work

Materials: Map of Pakistan, worksheet, and chalkboard

Procedure

Warm-up Q/A

What have you learnt about province Sindh? Listen to their responses, discuss, and then tell today we shall learn about another province of Pakistan "Punjab".

Write on chalkboard

	<b>Punjab</b>
<b>Language</b>	<b>Punjabi, Urdu</b>
<b>Clothes</b>	<b>Shalwar kameez and dhoti and turban.</b>
<b>Climate</b>	<b>Hot and humid, cold in hilly areas of Muree</b>

Explain

Punjab is the land of five rivers. The name Punjab is derived from the words *punj* meaning five, and *aab* meaning waters and the province of Punjab is crossed by five major rivers. They are Sutlej, Beas, Ravi, Chenab and Jhelum and they eventually join Indus.

It consists of 8 divisions and 28 districts. Its population is about 70 Million.

The major crops are **wheat, rice, cotton** and **sugarcane**. Major cities are **Lahore, Faisalabad, Multan, Gujranwala, Sialkot** and **Gujrat**.

There are large deposits of pure salt at **Khewra** and **Kalabagh** and of coal at Dandot and **Makerwal**.

Wrap-up Q/A

Distribute the worksheet and explain the task

What does Punjab mean?

What is the local language of Punjab?

Which dress people wear in Punjab?



Province Punjab

State province Punjab on the map and color it.



Level 3

Learning about our urban  
and rural communities

Term 1

### Lesson Plan

Week 4

Day 2 & 3

Topic: Our countries

Objective: Students will be able to learn about province Punjab

Activity: discussion, written work

Materials: notebooks, map of Pakistan, chalkboard

#### Procedure

##### Warm-up Q/A

Revise the information introduced in the previous lesson.

*learn the C.W.*

##### Written work

1-I) What does Punjab mean?

2-II) Which dress people wear in Punjab?

3-III) Name five rivers of Punjab? What are main crops of Punjab?

4-IV) What are main cities of Punjab?

##### 5-V) Choose the correct answer. ✓

-local important language of Punjab is:

a) Punjabi

b) Bengali

c) Pashto

- There are large deposits of pure salt at:

1) Khewra and Kalabagh

2) Sialkot and Multan

3) Dandot and Makerwal.

- There are large deposits of coal at:

1) Dandot

2) Multan

3) Lahore

**1-I) Draw map of Punjab and label major cities.**

Level 3	Learning about our urban and rural communities
Term 1	Lesson Plan x
Week 4	
Day 4	

- 
- Revision
- Give reading, content and writing practise to students.

Level 3	Learning about our urban and rural communities
Term 1	Assessment 28/12/16
Week 4	
Day 5	

Use worksheets and questions given with the lessons



## Social Studies Lesson Plans

**Level 3**

**Term 1**

**Week5**

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
5	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn about province Balochistan	
5			2	do	H.W
5			3		
5			4	do	H.W
5			5	Revision	
5			6	Assessment	

Level 3

Learning about our urban  
and rural communities

Term 1

### Lesson Plan

Week 5

Day 1

Topic: Our countries

Objective: Students will be able to learn about province Balochistan

Activity: explanation/ discussion, written work

Materials: Map of Pakistan, worksheet, and chalkboard

Procedure

Warm-up Q/A

What have you learnt about province Punjab? Listen to their responses, discuss, and then tell today we shall learn about another province of Pakistan "Balochistan".

### Explanation

Write on chalkboard

	<b>Balochistan</b>
<b>Language</b>	<b>Balochi</b>
<b>Clothes</b>	<b>Shalwar kameez</b>
<b>Climate</b>	<b>Very hot in summer, very cold in winter</b>

**Balochistan** Province is situated east of the *Sulaiman* and *Kirthar* mountain ranges. Queta is main city and provincial capital. The **Loralai** and **Quetta** together produce a major portion of Balochistan's crops and fruits: wheat, barley, maize, potato, apple, apricot, peach, almond, grape and pomegranate.

The largest desert is found in western Balochistan. Balochistan receives very little and irregular rainfall (4 inches); the temperature is very high in summer and very low in winter.

Most of the people, therefore, lead nomadic life, raising camels, sheep and goats. Balochistan is, however, fortunate to have considerable mineral wealth of Natural Gas, coal, Chromite, Lead, Sulphur and Marble. The reserves of natural gas at Sui are among the largest in the world. The gas is piped to Karachi, Hyderabad, Sukkur, Multan, Faisalabad, Lahore, Rawalpindi and Quetta for use as industrial power.

Wrap-up Q/A

Distribute the worksheet and explain the task

What is the local language of Balochistan?

Which dress people wear in Balochistan?

## Province Balochistan

Locate province Balochistan on the map and color it



Level 3

Learning about our urban  
and rural communities

Term 1

## Lesson Plan

Week 5

Day 2&amp;3

Topic: Our countries

Objective: Students will be able to learn about province Balochistan

Activity: discussion, written work

Materials: note books and chalkboard

Procedure

## Warm-up Q/A

Revise the information introduced in the previous lesson.

## Written work

Q-1) What type of climate Balochistan has?

Q-2) How do most of the people in Balochistan live?

Q-3) Which crops and fruits are produced in Balochistan?

## Fill in the blanks

- The largest desert is found in western Balochistan.
- Balochistan has mineral wealth of natural gas, coal, Chromite, Lead, Sulphur and Marble.
- The reserves of natural gas at Sui are among the largest in the world.
- Balochistan Province is situated east of the Salween and Kirthar mountain ranges.

Draw map of Balochistan and color it. Label major cities.



Level 3		Learning about our urban and rural communities
Term 1	Lesson Plan	
Week 5		
Day 4		

- 
- Revision
- Give reading, content and writing practise to students.

Level 3	6th - 7th	Learning about our urban and rural communities
Term 1	Assessment	
Week 5		
Day 5		

- 
- Use worksheets and questions given with the lessons

## Social Studies Lesson Plans

**Level 3**

**Term 1**

**Week 6**

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
6	Learning about our Urban and rural communities	Our Country	1	Students will be able to learn basic facts about province NWFP	
6			2	do	H.W
6			3		
6			4	do	H.W
6			5	Revision	
6			6	Assessment	

<b>Level 3</b>	<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Lesson Plan</b>
<b>Week 6</b>	
<b>Day 1</b>	

**Topic:** Our countries

**Objective:** Students will be able to learn basic facts about NWFP

**Activity:** discussion, written work

**Materials:** Map of Pakistan, worksheet, and chalkboard

**Procedure**

**Warm-up Q/A**

What have you learnt about province Balochistan? Listen to their responses, discuss, and then tell today we shall learn about another province of Pakistan “NWFP”.

	<b>NWFP</b>
<b>Language</b>	<b>Pushto</b>
<b>Clothes</b>	<b>Shalwar kameez, turban</b>
<b>Climate</b>	<b>Hot in some parts and very cold in mountain areas</b>

Sarhad Province is also referred to as **NWFP** (North West Frontier Province). The province is very fertile and is gifted by Nature with many resources. Peshawar is the provincial capital, which is connected to Kabul in Afghanistan **through Khyber Pass**.

Enclosed by the branches of western mountains are a number of fertile plains, which have been formed by rivers rising from these mountains and falling into Indus. From north to south is the vale of Peshawar (**Kabul River**), Kohat Plain (**Kohat River**) and Barin Plain (**River Kurram and Tochi**) is very fertile. It is irrigated by a network of canals, which are supplemented by water of the **Warsak Dam** on *Kabul River*.

**Wheat, maize, sugarcane tobacco and sugarbeet** are cultivated in large quantities.

The sugar mills at **Mardan** and **Charsadda** are reported to be the largest in Asia.

**Wrap-up Q/A**

What is the local language of Balochistan?

Which dress people wear in Balochistan?

**Distribute the worksheet and explain the task**

## NWFP

Locate NWFP on the map and color it.





Level 3

Learning about our urban  
and rural communities

Term 1

### Lesson Plan

Week 6

Day 2 & 3

13

**Topic:** Our countries

**Objective:** Students will be able to learn about specific language and culture of NWFP

**Activity:** discussion, written work

**Materials:** notebooks and chalkboard

**Procedure**

#### Warm-up Q/A

Draw a map of NWFP and label major cities.

Q-1) What are main fertile plains of NWFP?

Q-2) Which crops are cultivated in large quantities in NWFP?

#### Fill in the blanks.

- Peshawar is the Peshawar capital of NWFP.
- Peshawar is connected to Kabul in Afghanistan through Khyber Pass.
- The sugar mills at Mardan and Charsadda are reported to be the largest in Punjab.
- The sugar mills at Mardan and Charsadda are reported to be the largest in Asia.
- The Warsak Dam is made on Kabul River.
- Major local language of NWFP is Pothohari.

<b>Level 3</b>		<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Lesson Plan</b>	
<b>Week 6</b>		
<b>Day 4</b>		

- Revision
- Give reading, content and writing practise to students.

<b>Level 3</b>	13 May Wed	<b>Learning about our urban and rural communities</b>
<b>Term 1</b>	<b>Assessment</b>	
<b>Week 6</b>		
<b>Day 5</b>		

- Use worksheets and questions given with the lessons

**Social Studies Revision Plan****Level 3****Term 1****Week 7**

Week	Curriculum Strand	Topic	Day
7	Learning about our Urban and rural communities	Our country Revision	1
7		do	2
7		do	3
7		do	4
7		do	5
7		do	6

**Level 3****Term 1****Week 8**

Week	Curriculum Strand	Topic	Day
8	Learning about our Urban and rural communities	Our country Revision	1
8		Revision	2
8		do	3
8		do	4
8		do	5
8		do	6